

STATE PERSONNEL BOARD CALENDAR



JANUARY 6, 2006

SACRAMENTO, CALIFORNIA

State of California

Memorandum

DATE: December 23, 2005

TO: ALL INTERESTED PARTIES

FROM: STATE PERSONNEL BOARD – Executive Division

SUBJECT: Notice and Agenda for the **January 6, 2006**, meeting of the State Personnel Board.

PLEASE TAKE NOTICE that on January 6, 2006, at the offices of the State Personnel Board, located at 801 Capitol Mall, Room 150, Sacramento, California, the State Personnel Board will hold its regularly scheduled meeting. Pursuant to Government Code section 11123, a teleconference location may be conducted for this meeting at 320 W. 4th Street, Los Angeles, California.

The attached Agenda provides a brief description of each item to be considered and lists the date and approximate time for discussion of the item.

Also noted is whether the item will be considered in closed or public session. Closed sessions are closed to members of the public. All discussions held in public sessions are open to those interested in attending. Interested members of the public who wish to address the Board on a public session item may request the opportunity to do so.

Should you wish to obtain a copy of any of the items considered in the public sessions for the January 6, 2006, meeting, please contact staff in the Secretariat's Office, State Personnel Board, 801 Capitol Mall, MS 22, Sacramento, California 95814 or by calling (916) 653-0429 or TDD (916) 654-2360, or the Internet at:

<http://www.spb.ca.gov/calendar.htm>

Should you have any questions regarding this Notice and Agenda, please contact staff in the Secretariat's Office at the address or telephone numbers above.



P. Fong
Secretariat's Office

Attachment



CALIFORNIA STATE PERSONNEL BOARD MEETING¹

801 Capitol Mall
Sacramento, California

Public Session Location – 801 Capitol Mall
Sacramento, California, Room 150
Teleconference – 320 West 4th Street²
Los Angeles, California, Suite 620

Closed Session Location – 801 Capitol Mall
Sacramento, California, Room 141
Teleconference – 320 West 4th Street
Los Angeles, California Suite 620

FULL BOARD MEETING – JANUARY 6, 2006

¹ Sign Language Interpreter will be provided for Board Meeting upon request - contact Secretariat at (916) 653-0429, or CALNET 453-0429, TDD (916) 654-2360.

²Pursuant to Government Code section 11123, a teleconference location may be conducted for this meeting at 320 West 4th Street, Los Angeles, California.

FULL BOARD MEETING AGENDA³

JANUARY 6, 2006
9:00 a.m. – 11:30 a.m.
(or upon completion of business)

PLEASE NOTE: ALL TIMES ARE APPROXIMATE AND ARE SUBJECT TO CHANGE

PUBLIC SESSION OF THE STATE PERSONNEL BOARD

(9:00 a.m. – 9:30 a.m.)

1. **ROLL CALL**
2. **REPORT OF THE EXECUTIVE OFFICER – Floyd D. Shimomura**
3. **REPORT OF THE DEPARTMENT OF PERSONNEL ADMINISTRATION (DPA)
– DPA Representatives**
4. **REPORT ON THE PUBLIC EMPLOYEES RETIREMENT SYSTEM (PERS)
– Ron Alvarado**
5. **REPORT OF THE CHIEF COUNSEL – Elise Rose**
6. **NEW BUSINESS**

Items may be raised by Board Members for scheduling and discussion for future meetings.

7. **REPORT ON LEGISLATION – Sherry Hicks**

The Board may be asked to adopt a position with respect to the bills listed on the legislation memorandum attached hereto.

(9:30 a.m. – 10:30 a.m.)

8. **STRATEGIC PLANNING SESSION V –

IMPROVE THE STATE’S ABILITY TO ATTRACT, SELECT, HIRE AND RETAIN
A HIGH QUALITY, DIVERSE WORKFORCE
– California State Personnel Board Staff**

³ The Agenda for the Board can be obtained at the following internet address:
<http://www.spb.ca.gov/calendar.htm>

(10:30 a.m. – 10:45 a.m.)

9. STRATEGIC PLANNING SESSION VI –

**FOSTER A WORK ENVIRONMENT THAT INSPIRES EXCELLENT
PERFORMANCE – California State Personnel Board Staff**

CLOSED SESSION OF THE STATE PERSONNEL BOARD

(10:45 a.m. – 11:15 a.m.)

**10. EMPLOYEE APPOINTMENTS, DISCIPLINARY MATTERS, AND
OTHER APPEALS**

Deliberations to consider matter submitted at prior hearing.
[Government Code Sections 11126(d), 18653.]

**11. DELIBERATION ON ADVERSE ACTIONS, DISCRIMINATION COMPLAINTS,
AND OTHER PROPOSED DECISIONS SUBMITTED BY ADMINISTRATIVE
LAW JUDGES**

Deliberations on matters submitted at prior hearing; on proposed, rejected, remanded, and submitted decisions; petitions for rehearing; and other matters related to cases heard by administrative law judges of the State Personnel Board or by the Board itself. [Government Code Sections 11126 (d), and 18653 (2).]

12. PENDING LITIGATION

Conference with legal counsel to confer with and receive advice regarding pending litigation when discussion in open session would be prejudicial.
[Government Code sections 11126(e)(1) and 18653.]

State Personnel Board v. Department of Personnel Administration,
California Supreme Court Case No. S119498.

State Personnel Board v. California State Employees Association,
California Supreme Court Case No. S122058.

Connerly v. State Personnel Board, California Supreme Court,
Case No. S125502.

International Union of Operating Engineers v. State Personnel Board,
Public Employment Relations Board (PERB) Case No. SA-CE-1295-S.

State Compensation Ins. Fund v. State Personnel Board/CSEA,
Sacramento Superior Court No. 04CS00049.

SEIU Local 1000 (CSEA) v. State Personnel Board,
Sacramento Superior Court No. 05CS00374.

The Copley Press, Inc. v. San Diego Superior Court,
California Supreme Court No. S128603.

Union of American Physicians and Dentists v. Department of Corrections, et al.,
United States District Court, Northern District of California.

13. RECOMMENDATIONS TO THE LEGISLATURE

Deliberations on recommendations to the legislature.
[Government Code section 18653.]

14. RECOMMENDATIONS TO THE GOVERNOR

Deliberations on recommendations to the Governor.
[Government Code section 18653.]

PUBLIC SESSION OF THE STATE PERSONNEL BOARD

(11:15 a.m. – Onwards)

**15. DISCUSSION OF COMING BOARD MEETING SCHEDULE OF
JANUARY 24, 2006, IN SACRAMENTO, CALIFORNIA**

BOARD ACTIONS:

**16. ADOPTION OF THE STATE PERSONNEL BOARD SUMMARY MINUTES OF
DECEMBER 6, 2005**

17. EVIDENTIARY CASES - (See Case Listings on Page 10-13)

**18. RESOLUTION EXTENDING TIME UNDER GOVERNMENT CODE
SECTION 18671.1 EXTENSION - (See Agenda Page 17-18)**

19. NON-EVIDENTIARY CASES - (See Case Listings on Page 13-15)

20. NON-HEARING CALENDAR

The following proposals are made to the State Personnel Board by either the Board staff or Department of Personnel Administration staff. It is anticipated that the Board will act on these proposals without a hearing.

Anyone with concerns or opposition to any of these proposals should submit a written notice to the Executive Officer clearly stating the nature of the concern or opposition. Such notice should explain how the issue in dispute is a merit employment matter within the Board's scope of authority as set forth in the State Civil Service Act (Government Code section 18500 et seq.) and Article VII, California Constitution. Matters within the Board's scope of authority include, but are not limited to, personnel selection, employee status, discrimination and affirmative action. Matters outside the Board's scope of authority include, but are not limited to, compensation, employee benefits, position allocation, and organization structure. Such notice must be received not later than close of business on the Wednesday before the Board meeting at which the proposal is scheduled. Such notice from an exclusive bargaining representative will not be entertained after this deadline, provided the representative has received advance notice of the classification proposal pursuant to the applicable memorandum of understanding. In investigating matters outlined above, the Executive Officer shall act as the Board's authorized representative and recommend the Board either act on the proposals as submitted without a hearing or schedule the items for a hearing, including a staff recommendation on resolution of the merit issues in dispute.

A. BOARD ITEMS PRESENTED BY STATE PERSONNEL BOARD OR DEPARTMENT OF PERSONNEL ADMINISTRATION TO ESTABLISH, REVISE OR ABOLISH CLASSIFICATIONS, ALTERNATE RANGE CRITERIA, ETC.

NONE PRESENTED

B. ABOLISHMENT OF CLASSES THAT HAVE HAD NO INCUMBENTS FOR MORE THAN TWO YEARS. DEPARTMENTS THAT UTILIZE THE CLASS AS WELL AS THE APPROPRIATE UNION HAVE NO OBJECTION TO THE ABOLISHMENT OF THESE CLASSES.

THE DEPARTMENT OF PERSONNEL ADMINISTRATION AND STATE PERSONNEL BOARD propose to abolish the following 18 classification which have been vacant for more than two years and have been designated Footnote 24, which specifies that a classification will be abolished when it becomes vacant.

Title	Class Code
Adult Education Consultant	2732
Compensatory Education Consultant	2782
Consultant in Intergroup Relations	2634
Disability Evaluation Technician	5357
Energy Specialist II (Building/Appliance Efficiency)	4933
Energy Specialist II (FUELS)	4957
Field Representative, Surplus Property Agency	4920
Hearing Officer II, Department of Social Services	6017
Land Surveyor, CalTRANS	3017
Materials and Research Engineering Associate (Supervisor)	3382
Textbook Consultant	2594
Treasury Teller	1714
Career-Vocational Education Administrator II	2724
Division Chief, Department of Toxic Substances Control	3834
Education Administrator II	2658
Education Research and Evaluation Administrator II	2639
Field Representative, School Administration (Supervisory)	2585
Registered Nurse, Department of Mental Health and Developmental Services	8171

21. STAFF CALENDAR ITEMS FOR BOARD INFORMATION

NONE

22. CAREER EXECUTIVE ASSIGNMENT (CEA) CATEGORY ACTIVITY

This section of the Agenda serves to inform interested individuals and departments of proposed and approved CEA position actions.

The first section lists position actions that have been proposed and are currently under consideration.

Any parties having concerns with the merits of a proposed CEA position action should submit their concerns in writing to the Classification and Compensation Division of the Department of Personnel Administration, the Merit Employment and Technical Resources Division of the State Personnel Board, and the department proposing the action.

To assure adequate time to consider objections to a CEA position action, issues should be presented immediately upon receipt of the State Personnel Board Agenda in which the proposed position action is noticed as being under consideration, and generally no later than a week to ten days after its publication.

In cases where a merit issue has been raised regarding a proposed CEA position action and the dispute cannot be resolved, a hearing before the five-member Board may be scheduled. If no merit issues are raised regarding a proposed CEA position action, and it is approved by the State Personnel Board, the action becomes effective without further action by the Board.

The second section of this portion of the Agenda reports those position actions that have been approved. They are effective as of the date they were approved by the Executive Officer of the State Personnel Board.

A. REQUESTS TO ESTABLISH NEW OR REVISE EXISTING CEA POSITIONS CURRENTLY UNDER CONSIDERATION

CHIEF, PREVENTION EARLY INTERVENTION PROGRAM

The Department of Mental Health proposes to allocate the above position to the CEA category. The Chief, Prevention Early Intervention Program manages the newly created Prevention Early Intervention Program Branch and has the overall responsibility for statewide program design, start-up, implementation and maintenance.

DEPUTY DIRECTOR, ENTERPRISE TECHNOLOGY BRANCH

The Legislative Counsel Bureau proposes to reallocate the existing CEA allocation titled Deputy Director, Enterprise Technology. The Deputy Director, Enterprise Technology Branch is responsible for providing information technology products and services to meet the needs of the legislative branch of state government.

B. EXECUTIVE OFFICER DECISIONS REGARDING REQUESTS TO ESTABLISH NEW OR REVISE EXISTING CEA POSITIONS

EXECUTIVE OFFICER, OVERSIGHT AND ACCOUNTABILITY COMMISSION

The Department of Mental Health has withdrawn their proposal to allocate the above position to the CEA category effective December 12, 2005.

DEPUTY DIRECTOR, OFFICE OF PROBLEM GAMBLING

The Department of Alcohol and Drug Program's proposal to establish the above position to the CEA category has been approved for twelve-month time frame effective November 29, 2005.

CHIEF, MEDICAL OVERSIGHT

The Department of Mental Health's proposal to establish the above position to the CEA category has been disapproved effective November 29, 2005.

CHIEF DEPUTY DIRECTOR, WATER POLICY

The State Water Resources Control Board's proposal to establish the above position to the CEA category has been approved effective October 24, 2005.

CHIEF DEPUTY DIRECTOR, EXTERNAL AFFAIRS

The State Water Resources Control Board's proposal to establish the above position to the CEA category has been approved effective October 24, 2005.

CHIEF DEPUTY DIRECTOR, INTERNAL AFFAIRS

The State Water Resources Control Board's proposal to allocate the above position to the CEA category has been disapproved effective October 24, 2005.

*****CORRECTION*****

PRINCIPAL DEPUTY LEGISLATIVE COUNSEL II

The Legislative Counsel Bureau has withdrawn their proposal to allocate the above position to the CEA category effective December 7, 2005.

23. EMPLOYEE APPOINTMENTS, DISCIPLINARY MATTERS, & OTHER APPEALS

Deliberations to consider matter submitted at prior hearing. [Government Code sections 11126(d), 18653.]

24. WRITTEN STAFF REPORT FOR BOARD INFORMATION

NONE PRESENTED

25. PRESENTATION OF EMERGENCY ITEMS AS NECESSARY

26. BOARD ACTIONS ON SUBMITTED ITEMS – (See Agenda - Page 16)

These items have been taken under submission by the State Personnel Board at a prior meeting and may be before the Board for a vote at this meeting. This list does not include evidentiary cases, as those are listed separately by category on this agenda under Evidentiary Cases.

A D J O U R N M E N T

17. EVIDENTIARY CASES

The Board Administrative Law Judges conduct evidentiary hearings in appeals that include, but are not limited to, adverse actions, medical terminations, demotions, discrimination, reasonable accommodations, and whistleblower complaints.

A. BOARD CASES SUBMITTED

These items have been taken under submission by the State Personnel Board at a prior meeting. Cases that are before the Board for vote will be provided under separate cover.

(1) GARY GARFINKEL, CASE NO. 98-3128RBA

Appeal for determination of back salary, benefits and interest

Classification: Deputy Attorney General IV

Department: Department of Justice

Proposed decision rejected July 13, 2005

Transcript prepare

Pending oral argument October 3, 2005, Sacramento

Oral argument continued

Oral argument heard November 1, 2005, San Diego

Case ready for decision by FULL Board

B. CASES PENDING

ORAL ARGUMENTS

These cases are on calendar to be argued at this meeting or to be considered by the Board in closed session based on written arguments submitted by the parties.

NONE

C. CHIEF COUNSEL RESOLUTIONS

NONE

COURT REMANDS

This case has been remanded to the Board by the court for further Board action.

NONE

STIPULATIONS

These stipulations have been submitted to the Board for Board approval, pursuant to Government Code, section 18681.

NONE

D. ADMINISTRATIVE LAW JUDGE'S (ALJ) PROPOSED DECISIONS

PROPOSED DECISIONS

These are ALJ proposed decisions submitted to the Board for the first time.

- (1) BRYAN CARLSON, CASE NO. 04-2279**
Appeal from geographic transfer and demotion
Classification: Caltrans Maintenance Supervisor
Department: Department of Transportation
- (2) MONICA GLENN, CASE NO. 05-3335**
Appeal from five percent reduction in salary for six months
Classification: Correctional Officer
Department: Department of Corrections and Rehabilitation
- (3) RUPERTO HERNANDEZ, CASE NO. 05-0661**
Appeal from ten percent reduction in salary for fifteen months
Classification: Disability Insurance Program Representative
Department: Employment Development Department
- (4) TIM MAIN, CASE NO. 05-2683**
Appeal from five percent reduction in salary for one pay period
Classification: Fire Captain (Paramedic)
Department: Department of Forestry and Fire Protection
- (5) QUIANA YOUNG, CASE NO. 05-0928**
Appeal from dismissal
Classification: Correctional Officer
Department: Department of Corrections

Proposed Decisions Taken Under Submission At Prior Meeting

These are ALJ proposed decisions taken under submission at a prior Board meeting, for lack of majority vote or other reason.

NONE

PROPOSED DECISIONS AFTER BOARD REMAND

(6) ALEJANDRO GILL, CASE NO. 05-0054R

Appeal from dismissal

Classification: Correctional Officer

Department: Department of Corrections

PROPOSED DECISIONS AFTER SPB ARBITRATION

NONE

E. PETITIONS FOR REHEARING

ALJ PROPOSED DECISIONS ADOPTED BY THE BOARD

The Board will vote to grant or deny a petition for rehearing filed by one or both parties, regarding a case already decided by the Board.

(1) ROBERT BURKS, CASE NO. 05-2539P

Appeal from medical demotion

Classification: Officer

Department: Department of the California Highway Patrol

(2) MELODEE LEWIS, CASE NO. 05-2112P

Appeal from whistleblower retaliation complaint

Classification: Registered Nurse

Department: Department of Corrections and Rehabilitation

WHISTLEBLOWER NOTICE OF FINDINGS

The Board will vote to grant or deny a petition for rehearing filed by one or both parties, regarding a Notice of Findings issued by the Executive Officer under Government Code, section 19682 et seq. and Title 2, California Code of Regulations, section 56 et seq.

NONE

F. PENDING BOARD REVIEW

These cases are pending preparation of transcripts, briefs, or the setting of oral argument before the Board.

(1) RONALD FRANKLYN, CASE NO. 05-2105A

Appeal from 20 working days suspension

Classification: Officer

Department: Department of California Highway Patrol

Proposed decision rejected December 20, 2005

Pending transcript

(2) EDUARDO PEREZ, CASE NO. 05-0763A

Appeal from five percent reduction in salary for six months

Classification: Parole Agent I (Adult Parole)

Department: Department of Corrections

Proposed decision rejected November 1, 2005

Pending transcript

(3) ERNEST PITMAN, CASE NO. 05-1591A

Appeal from dismissal

Classification: Motor Vehicle Field Representative

Department: Department of Motor Vehicles

Proposed decision rejected December 6, 2005

Pending transcript

(4) RICHARD QUADRELLI, CASE NO. 05-1039A

Appeal from dismissal

Classification: Caltrans Maintenance Supervisor

Department: Department of Transportation

Proposed decision rejected December 6, 2005

Pending transcript

19. NON-EVIDENTIARY CASES

A. WITHHOLD APPEALS

Cases heard by a Staff Hearing Officer, a managerial staff member of the State Personnel Board or investigated by Appeals Division staff. The Board will be presented recommendations by a Staff Hearing Officer or Appeals Division staff for final decision on each appeal.

WITHHOLD FROM CERTIFICATION
CASES HEARD BY A STAFF HEARING OFFICER

NONE

WITHHOLD FROM CERTIFICATION
CASES NOT HEARD BY A STAFF HEARING OFFICER

NONE

B. MEDICAL AND PSYCHOLOGICAL SCREENING APPEALS

Cases heard by a Staff Hearing Panel comprised of a managerial staff member of the State Personnel Board and a medical professional. The Board will be presented recommendations by a Hearing Panel on each appeal.

NONE

C. EXAMINATION APPEALS
MINIMUM QUALIFICATIONS
MERIT ISSUE COMPLAINTS

Cases heard by a Staff Hearing Officer, a managerial staff member of the State Personnel Board or investigated by Appeals Division staff. The Board will be presented recommendations by a Staff Hearing Officer or Appeals Division staff for final decision on each appeal.

EXAMINATION APPEALS

NONE

MINIMUM QUALIFICATIONS

NONE

MERIT ISSUE COMPLAINTS

NONE

**D. RULE 211 APPEALS
 RULE 212 OUT OF CLASS APPEALS
 VOIDED APPOINTMENT APPEALS**

Cases heard by a Staff Hearing Officer, or a managerial staff member of the State Personnel Board. The Board will be presented recommendations by a Staff Hearing Officer for final decision on each appeal.

NONE

E. REQUEST TO FILE CHARGES CASES

Investigated by Appeals Division staff. The Board will be presented recommendations by Appeals Division staff for final decision on each request.

NONE

PETITIONS FOR REHEARING CASES

NONE

SUBMITTED

1. TEACHER STATE HOSPITAL (SEVERELY), ETC.

Departments of Mental Health and Developmental Services. (Hearing held December 3, 2002.)

2. VOCATIONAL INSTRUCTOR (SAFETY)(VARIOUS SPECIALTIES)

Departments of Mental Health and Developmental Services. (Hearing held December 3, 2002.)

3. TELEVISION SPECIALIST (SAFETY)

The Department of Corrections proposes to establish the new classification Television Specialist (Safety) by using the existing Television Specialist class specification and adding "Safety" as a parenthetical to recognize the public aspect of their job, additional language will be added to the Typical Tasks section of the class specification and a Special Physical Characteristics section will be added. (Presented to Board March 4, 2003.)

4. HEARING – Personal Services Contract #04-03

Appeal of the California State Employees Association from the Executive Officer's April 15, 2004, Approval of Master Contracts between the California Department of Corrections and Staffing Solutions, CliniStaff, Inc., Staff USA, Inc., CareerStaff Unlimited, MSI International, Inc., Access Medical Staffing & Service, Drug Consultants, Infinity Quality Services Corporation, Licensed Medical Staffing, Inc., Morgan Management Services, Inc., Asereth Medical Services, and PrideStaff dba Rx Relief. (Hearing held August 12, 2004.)

5. HEARING

Proposed new and revised State Personnel Board Regulations effecting equal opportunity, discrimination complaints and reasonable accommodation policies and procedures. (Hearing held July 7, 2004.)

6. GARY GARFINKLE, CASE NO. 98-3128RBA.

Appeal for determination of back salary, benefits and interest. Deputy Attorney General IV. Department of Justice. (Oral Argument heard November 1, 2005)

NOTICE OF GOVERNMENT CODE SECTION 18671.1 RESOLUTION

Since Government Code section 18671.1 requires that cases pending before State Personnel Board Administrative Law Judges (ALJ's) be completed within six months or no later than 90 days after submission of a case, whichever is first, absent the publication of substantial reasons for needing an additional 45 days, the Board hereby publishes its substantial reasons for the need for the 45-day extension for some of the cases now pending before it for decision.

An additional 45 days may be required in cases that require multiple days of hearings, that have been delayed by unusual circumstances, or that involve any delay generated by either party (including, but not limited to, submission of written briefs, requests for settlement conferences, continuances, discovery disputes, pre-hearing motions). In such cases, six months may be inadequate for the ALJ to hear the entire case, prepare a proposed decision containing the detailed factual and legal analysis required by law, and for the State Personnel Board to review the decision and adopt, modify or reject the proposed decision within the time limitations of the statute.

Therefore, at its next meeting, the Board will issue the attached resolution extending the time limitation by 45 days for all cases that meet the above criteria, and that have been before the Board for less than six months as of the date of the Board meeting.

GOVERNMENT CODE SECTION 18671.1 RESOLUTION

WHEREAS, Section 18671.1 provides that, absent waiver by the appellant, the time period in which the Board must render its decision on a petition pending before it shall not exceed six months from the date the petition was filed or 90 days from the date of submission; and

WHEREAS, Section 18671.1 also provides for an extension of the time limitations by 45 additional days if the Board publishes substantial reasons for the need for the extension in its calendar prior to the conclusion of the six-month period; and

WHEREAS, the Agenda for the instant Board meeting included an item titled "Notice of Government Code section 18671.1 Resolution" which sets forth substantial reasons for utilizing that 45-day extension to extend the time to decide particular cases pending before the Board;

WHEREAS, there are currently pending before the Board cases that have required multiple days of hearing and/or that have been delayed by unusual circumstances or by acts or omissions of the parties themselves;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED that the time limitations set forth in Government Code section 18671.1 are hereby extended an additional 45 days for all cases that have required multiple days of hearing or that have been delayed by acts or omissions of the parties or by unusual circumstances and that have been pending before the Board for less than six months as of the date this resolution is adopted.

* * * * *



1

(Cal. 01/06/06;)

TO: Members
State Personnel Board

FROM: State Personnel Board - Legislative Office

SUBJECT: LEGISLATION

There is no written legislative report at this time. I will give a verbal presentation on any legislative action that has taken place that will be of interest to the Board.

Please contact me directly should you have any questions or comments regarding any bills that you may have an interest in. I can be reached at (916) 653-0453.


Sherry Hicks
Director of Legislation

STATE PERSONNEL BOARD

NON-HEARING CALENDAR

RE: BOARD DATE JANUARY 6 2006

(Cal. 01/06/06;)

MEMO TO : STATE PERSONNEL BOARD

FROM : KAREN COFFEE, Chief, Merit Employment and
Technical Resources Division

SUBJECT : Non-Hearing Calendar Items for Board Action

The staff has evaluated these items and recommend the following actions be taken:

- A. BOARD ITEMS PRESENTED BY STATE PERSONNEL BOARD OR DEPARTMENT OF PERSONNEL ADMINISTRATION TO ESTABLISH, REVISE OR ABOLISH CLASSIFICATIONS, ALTERNATE RANGE CRITERIA, ETC.**

NONE

- B. ABOLISHMENT OF CLASSES THAT HAVE HAD NO INCUMBENTS FOR MORE THAN TWO YEARS. DEPARTMENTS THAT UTILIZE THE CLASS AS WELL AS THE APPROPRIATE UNION HAVE NO OBJECTION TO THE ABOLISHMENT OF THESE CLASSES.**

THE DEPARTMENT OF PERSONNEL ADMINISTRATION AND STATE PERSONNEL BOARD proposes that the following classes be abolished. All of the following classes have been designated Footnote 24, which specifies that a classification will be abolished when it becomes vacant, and have been vacant for more than two years.

Title	Class Code
Adult Education Consultant,	2732
Compensatory Education Consultant	2782
Consultant in Intergroup Relations	2634
Disability Evaluation Technician	5357
Energy Specialist II (Building/Appliance Efficiency)	4933
Energy Specialist II (FUELS)	4957
Field Representative, Surplus Property Agency	4920
Hearing Officer II, Department of Social Services	6017
Land Surveyor, CalTRANS	3017
Materials and Research Engineering Associate (Supervisor)	3382
Textbook Consultant	2594

Title	Class Code
Treasury Teller	1714
* Career-Vocational Education Administrator II	2724
* Division Chief, Department of Toxic Substances Control	3834
* Education Administrator II	2658
* Education Research and Evaluation Administrator II	2639
* Field Representative, School Administration (Supervisory)	2585
* Registered Nurse, Department of Mental Health and Developmental Services	8171

* Indicates classes which are part of a class series. Since only the classifications listed above will be abolished, the revised class specifications for each of these series noting the elimination of the abolished class, are included in this board item.

202
CALIFORNIA STATE PERSONNEL BOARD
SPECIFICATION

CAREER-VOCATIONAL EDUCATION
Series Specification
(Established January 20, 1971)

SCOPE

This series specification describes five four class levels with career-vocational education responsibilities in the Department of Education. These classes are used for positions responsible for promoting, planning, administering, coordinating, and evaluating statewide vocational education programs.

DISTINGUISHING CHARACTERISTICS

Two types of career-vocational education classes are distinguished: (1) Subject-matter specialists in the areas of Agricultural Education, Business Education, Health Careers Education, Home Economics Education, or Industrial and Technology Education; and (2) career-vocational education nonsubject-matter generalists.

The subject-matter specialists provide statewide career-vocational education program services in their respective areas of specialization. Nonsubject-matter generalists deal with the broad field of career-vocational education including program planning and development; research; dissemination; professional development; curriculum development; occupational testing; and career-vocational education programs such as comprehensive employment and training, career education, and regional occupation programs.

Nonsubject-matter generalist classes encompass all five four class levels of the series. Subject-matter specialist classes are found in two levels of the series at the Consultant and Administrator I levels.

The Career-Vocational Education Assistant class is the entry level class for either subject-matter specialty classes or general career-vocational education classes.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
EQ61	2715	Career-Vocational Education Assistant
EQ58	2722	Career-Vocational Education Consultant
EN50	2513	Agricultural Education Consultant
EN90	2517	Business Education Consultant
EO20	2514	Health Careers Education Consultant
EO50	2520	Home Economics Education Consultant
EO90	2524	Industrial and Technology Education Consultant
EQ57	2723	Career-Vocational Education Administrator I
EN40	2512	Agricultural Education Administrator I
EN80	2516	Business Education Administrator I

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
EO30	2515	Health Careers Education Administrator I
EO40	2519	Home Economics Education Administrator I
EO80	2523	Industrial and Technology Education Administrator I
EQ56	2724	Career-Vocational Education Administrator II
EN20	2510	Assistant Superintendent of Public Instruction - Director of Career-Vocational Education, C.E.A.

DEFINITION OF SERIES

Persons in these classes provide leadership in career-vocational education for secondary and adult schools, as well as school regional occupational centers and programs. They are responsible for providing leadership in planning, developing, promoting, organizing and directing the subject-matter programs (Agricultural, Business, Health Careers, Home Economics, and Industrial and Technology), as well as the general career-vocational education programs, and for providing consultation and assistance to local educational agencies and their staffs on new and ongoing programs. They promote and develop new and emerging career-vocational education programs, services and activities; perform statewide and areawide program planning and development; provide research, coordination, and dissemination of public information; maintain liaison with representatives of business, organized labor, industry, prime sponsors and agriculture; coordinate their programs and activities between the local and Federal education agencies; and provide leadership and sponsorship of career-vocational education student organizations. They are responsible for the field contact segment of the program pertinent to assuring local educational agency (LEA) compliance with State and Federal regulations; the allocation of State and Federal funds; review of all required career-vocational statistical and fiscal reports to assure accuracy of data and compliance with existing regulations; LEA compliance with regulations applicable to special career-vocational education funding requirements; and the preparation of fiscal and statistical reports.

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned; the complexity of work; the independence and consequence of action; the level and scope of responsibility for program and policy development and evaluation; the impact of decisions on statewide programs; the extent of involvement in the legislative and administrative decision-making process; and the degree and scope of supervisory and managerial responsibility.

DEFINITION OF LEVELS

CAREER-VOCATIONAL EDUCATION ASSISTANT

This is the entry and first journey level in the series. This class is used as a permanent level for lesser skilled functions and as a training level for the higher professional levels in the series. The Assistant works under the general supervision of an Administrator in performing career-vocational education assignments and consultative services to local districts in such areas as reviewing applications for program funds; obtaining documentation needed to bring funding applications to approvable condition; interpreting statutes, guidelines and regulations; reviewing requests for budget transfers and amendments; reviewing projects and programs for conformance to minimum standards; securing and compiling information about career-vocational education programs and conducting research in career-vocational education. Incumbents at the journey level carry out program administrative assignments, provide consultation and assistance to local administrators of career-vocational education programs in less complex or sensitive phases of the program; plan, develop, organize and conduct training courses; assist in reviewing career-vocational education and local agency special program proposals, and evaluate the effectiveness of the program; advise on career-vocational education programs; and promote, organize, and report on classes and supervisory services that meet the standards for reimbursement for Federal and State funds. Incumbents may be assigned a geographical region, or may be assigned a specific area of program responsibility to be carried out independently or in cooperation with a Consultant, or may work under the lead of a Consultant.

CAREER-VOCATIONAL EDUCATION CONSULTANT
 AGRICULTURAL EDUCATION CONSULTANT
 BUSINESS EDUCATION CONSULTANT
 HEALTH CAREERS EDUCATION CONSULTANT
 HOME ECONOMICS EDUCATION CONSULTANT
 INDUSTRIAL AND TECHNOLOGY EDUCATION CONSULTANT

These classes are the full journey level in this series responsible for the more complex nonsupervisory assignments. Under direction from a position normally at the Administrator I or higher level, Consultants typically perform difficult, sensitive, and complex analytical duties in planning, developing, administering, and evaluating career-vocational education programs. Incumbents are assigned as subject-matter experts, general career-vocational education consultants responsible for a specific geographic area, or general career-vocational education consultants with statewide responsibility for specialized career-vocational education programs. They work directly with prime sponsors, school administrators and teachers of career-vocational subjects and with students in career-

vocational youth groups. Consultants may also provide leadership and training to incumbents in the Career-Vocational Education Assistant class.

CAREER-VOCATIONAL EDUCATION ADMINISTRATOR I
 AGRICULTURAL EDUCATION ADMINISTRATOR I
 BUSINESS EDUCATION ADMINISTRATOR I
 HEALTH CAREERS EDUCATION ADMINISTRATOR I
 HOME ECONOMICS EDUCATION ADMINISTRATOR I
 INDUSTRIAL AND TECHNOLOGY EDUCATION ADMINISTRATOR I

This is the first supervisory level in the series over qualified professionals at the Consultant and Assistant levels. Incumbents normally report to a higher level administrator Assistant Superintendent in the field of career-vocational education. Under direction, an Administrator I typically plans, organizes and directs the work of a program unit or may assist a higher level Administrator Assistant Superintendent in directing the development, administration and evaluation of programs of a major unit with major program administrative or functional responsibilities. Incumbents in subject-matter specialty Administrator I classes plan, develop, and direct a statewide program in their respective areas of specialization.

Nonsupervisory positions may occasionally be allocated to these classes to perform high level administrative, coordinative and consultative studies and projects for programs that are multiunit or multidivisional in scope. Incumbents functioning in this capacity typically report to an Assistant Superintendent or higher level position.

~~CAREER VOCATIONAL EDUCATION ADMINISTRATOR II~~

~~This is the first managerial level of the series. Under general direction from an Assistant Superintendent or higher level position, incumbents are responsible for directing either a major program unit with leadership responsibilities, or multiple programs. Incumbents direct the work of a staff of professional educators which typically includes subordinate administrators and additional support and technical staff. A very limited number of staff positions may be allocated to this class based on program development, program monitoring, coordinative and functional supervisory responsibilities equivalent in level to administrative positions in the class. Such positions normally report to an Assistant Superintendent or higher level position.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION - DIRECTOR OF CAREER-VOCATIONAL EDUCATION, C.E.A.

This level is responsible for promoting, planning, organizing, directing, and evaluating the statewide career-vocational education program in the Department of Education. Under administrative direction, an incumbent has primary leadership responsibility for the career-vocational education program, including program and policy development, implementation, and management; for coordinating this program with other segments of the total education program; and for serving as a member of a variety of significant educational commissions, councils, and committees. The position typically reports to a higher level executive and, as assigned, represents the Superintendent of Public Instruction, and the State Board of Education with the Executive and Legislative Branches of the Federal and State Government, local educational agencies, the public, and the media.

MINIMUM QUALIFICATIONS

Credential Requirements

ALL LEVELS:

All classes in this series require the possession of a valid credential authorizing public school service in California as specified below. (Applicants who do not meet the credential requirement will be admitted to the examination, but must secure the credential requirement before they will be considered eligible for appointment.)

Possession of an earned master's or doctorate degree may be substituted for the required credential.

CAREER-VOCATIONAL EDUCATION ASSISTANT

Possession of a teaching credential or designated subjects credential with authorization to teach career-vocational education subjects or credential or life diploma of equivalent authorization.

ALL OTHER CLASSES IN THIS SERIES

Possession of an administrative credential or credential or life diploma of equivalent authorization. (One year of experience in the California Department of Education performing the duties of a professional education class at a level equivalent to the class of Career-Vocational Education Assistant, Range B, or higher may be

substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)

Experience Requirements

ALL LEVELS:

1. Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other to meet the total experience requirement.
2. Experience in California state service applied toward the general experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.

CAREER-VOCATIONAL EDUCATION ASSISTANT

Either I

Two years of teaching experience in career-vocational education.

Or II

One year of administrative, supervisory, or equivalent level experience in career-vocational education. (Experience as a teacher trainer in career-vocational education subjects in a college or university may be substituted for the required administrative experience on a year-for-year basis.)

CAREER-VOCATIONAL EDUCATION CONSULTANT

AGRICULTURAL EDUCATION CONSULTANT

BUSINESS EDUCATION CONSULTANT

HEALTH CAREERS EDUCATION CONSULTANT

HOME ECONOMICS EDUCATION CONSULTANT

INDUSTRIAL AND TECHNOLOGY EDUCATION CONSULTANT

Either I

One year of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Assistant, Range B.

Or II

Two years of administrative, supervisory, or equivalent level experience in career-vocational education. (Experience as a teacher trainer in career-vocational education subjects in a college or university may be substituted for the required administrative experience on a year-for-year basis.)

(For subject-matter Consultant classes, experience applied to either pattern must be in the appropriate area of specialization.)

CAREER-VOCATIONAL EDUCATION ADMINISTRATOR I
 AGRICULTURAL EDUCATION ADMINISTRATOR I
 BUSINESS EDUCATION ADMINISTRATOR I
 HEALTH CAREERS EDUCATION ADMINISTRATOR I
 HOME ECONOMICS EDUCATION ADMINISTRATOR I
 INDUSTRIAL AND TECHNOLOGY EDUCATION ADMINISTRATOR I

Either I

One year of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Consultant.

Or II

Two years of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Assistant, Range B.

Or III

Three years of administrative, supervisory, or equivalent level experience in career-vocational education. (Experience as a teacher trainer in career-vocational education subjects in a college or university may be substituted for a maximum of two years of this experience on a year-for-year basis.)

(For subject-matter Administrator I classes, experience applied to any pattern must be in the appropriate area of specialization.)

~~CAREER-VOCATIONAL EDUCATION ADMINISTRATOR II~~

~~Either I~~

~~One year of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Administrator I.~~

~~Or II~~

~~Two years of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Consultant.~~

~~Or III~~

~~Four years of administrative, supervisory, or equivalent level experience in career vocational education. (Experience as a teacher trainer in career vocational education subjects in a college or university may be substituted for a maximum of two years of this experience on a year for year basis.)~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION - DIRECTOR OF CAREER-VOCATIONAL EDUCATION, C.E.A.

Either I

~~One year of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Administrator II.~~

Or II

Two years of experience in California state service performing career-vocational education duties at a level of responsibility equivalent to that obtained in the class of Career-Vocational Education Administrator I.

Or III

Five years of administrative, supervisory, or equivalent level experience including one year in a managerial or high level supervisory capacity. (Experience as a teacher trainer in career-vocational education subjects in a college or university may be substituted for a maximum of two years of this experience on a year-for-year basis.)

KNOWLEDGE AND ABILITIES

CAREER-VOCATIONAL EDUCATION ASSISTANT

Knowledge of: Philosophy, principles, practices, and trends of career-vocational education, with particular reference to the appropriate area of specialization; philosophy, principles, practices, and trends of education; career-vocational education curriculum development and instructional methods; program planning techniques; teacher-training methods and techniques; career-vocational occupations; research, statistics and educational testing and measurement as applied to career-vocational education; type and length of training needed to prepare persons for career-vocational occupations; Federal and State laws and administrative policies pertaining to career-vocational education and subject-matter specialty (if appropriate); philosophy, organization, and operation of career-vocational education youth groups.

Ability to: Develop leadership ability through a process of advice, consultation, and cooperation with others; exercise creativity in the formulation and development of education programs; apply educational policy; communicate effectively; analyze situations accurately and take appropriate action; plan, organize, and coordinate a variety of activities; develop and prepare instructional materials; establish effective working relations with all persons; exercise tact, resourcefulness, and prudent judgment; conduct successful classes, workshops, and institutes; and do complex research and analytical studies.

CAREER-VOCATIONAL EDUCATION CONSULTANT
AGRICULTURAL EDUCATION CONSULTANT
BUSINESS EDUCATION CONSULTANT
HEALTH CAREERS EDUCATION CONSULTANT
HOME ECONOMICS EDUCATION CONSULTANT
INDUSTRIAL AND TECHNOLOGY EDUCATION CONSULTANT

Knowledge of: All of the above, and career-vocational education in California's public and private school systems; school administrative practices; the functions of schools, districts, and county offices of education; the Department of Education's functions, rules and regulations, especially as related to career-vocational education and subject-matter specialty (if appropriate).

Ability to: All of the above, and assume leadership and exercise creativity in the administration and evaluation of career-vocational education programs; interpret educational policy; and develop well-informed policy recommendations.

CAREER-VOCATIONAL EDUCATION ADMINISTRATOR I
AGRICULTURAL EDUCATION ADMINISTRATOR I
BUSINESS EDUCATION ADMINISTRATOR I
HEALTH CAREERS EDUCATION ADMINISTRATOR I
HOME ECONOMICS EDUCATION ADMINISTRATOR I
INDUSTRIAL AND TECHNOLOGY EDUCATION ADMINISTRATOR I

Knowledge of: All of the above, and the organization of the California Department of Education; principles of employee development, training, and supervision; the Department of Education's mission, goals, programs, and policies; community organizations and resources relating to career-vocational education; the Department's Affirmative Action Program objectives; a supervisor's role in the affirmative action and labor relations programs and the processes available to meet the objectives of these programs.

Ability to: All of the above, and assume innovative leadership in formulating, promoting, and directing a statewide program; maintain liaison with officials of educational, governmental, and private organizations and groups; effectively and efficiently manage a staff and program within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department and other governmental agencies; supervise subordinate staff; and effectively contribute to the Department's affirmative action objectives.

~~CAREER VOCATIONAL EDUCATION ADMINISTRATOR II~~
 ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION - DIRECTOR OF CAREER-
 VOCATIONAL EDUCATION, C.E.A.

Knowledge of: All of the above, and principles of public
 administration, budgeting, and personnel management.

Ability to: All of the above, and assume innovative leadership and
 direction in promoting and directing the statewide program of career-
 vocational education; advise and work effectively with the
 Superintendent of Public Instruction, the State Board of Education,
 and other top management staff in the Department and other
 governmental agencies.

ADDITIONAL DESIRABLE QUALIFICATIONS

In appraising experience, preference will be given to demonstrated
 program leadership in the fields of career-vocational education as
 demonstrated by participation in school or district committees,
 professional education associations, the development of major
 curricula or programs or related activities.

SPECIAL PERSONAL REQUIREMENT

ALL LEVELS:

Willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>Date Estab</u>	<u>C.E.A. Estab</u>	<u>Date Revised</u>	<u>Title Changed</u>
Career-Vocational Education Assistant	11/3/93	--	10/4/94	10/4/94
Career-Vocational Education Consultant	2/4/76	--	10/4/94	10/4/94
Agricultural Education Consultant	6/7/62	--	10/4/94	10/4/94
Business Education Consultant	6/7/62	--	10/4/94	10/4/94
Health Careers Education Consultant	10/4/94	--	--	--
Home Economics Education Consultant	6/7/62	--	10/4/94	10/4/94
Industrial and Technology Education Consultant	6/7/62	--	10/4/94	10/4/94
Career-Vocational Education Administrator I	2/4/76	--	10/4/94	10/4/94
Agricultural Education Administrator I	6/7/62	--	10/4/94	10/4/94
Business Education Administrator I	6/7/62	--	10/4/94	10/4/94

Career-Vocational Education Series

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<u>Class</u>	<u>Date Estab</u>	<u>C.E.A. Estab</u>	<u>Date Revised</u>	<u>Title Changed</u>
Health Careers Education Administrator I	10/4/94	--	--	--
Home Economics Education Administrator I	6/7/62	--	10/4/94	10/4/94
Industrial and Technology Education Administrator I	6/7/62	--	10/4/94	10/4/94
Career-Vocational Education Administrator II	2/4/76	—	10/4/94	10/4/94
Assistant Superintendent of Public Instruction - Director of Career- Vocational Education, C.E.A.	--	6/7/62	10/4/94	10/4/94

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CALIFORNIA STATE PERSONNEL BOARD
SPECIFICATION

Schematic Code: HY31
Class Code: 3833
Established: 12/19/89
Revised: 6/7/94
Title Changed: 6/7/94

DIVISION CHIEF, DEPARTMENT OF TOXIC SUBSTANCES CONTROL, C.E.A.

SCOPE
DEFINITION

~~This series specification describes two classes used by the Hazardous Waste Management, Site Mitigation and External Affairs Programs within the Department of Toxic Substances Control (DTSC). Incumbents in these classes are responsible for planning, organizing, directing and controlling major divisions requiring both technical and administrative expertise and include significant responsibility for the development, implementation, evaluation and modification of policy within their divisions and programs. Incumbents are part of DTSC's management team and participate in the development of statewide and program-wide policies and procedures.~~

Under administrative direction, incumbents are responsible for the management and supervision of a highly technical multidisciplinary staff which develop innovative technical, regulatory, compliance, and institutional approaches to hazardous waste prevention, reduction, management, and remediation. This class is responsible for planning, organizing, directing, and controlling major divisions requiring both technical and administrative expertise and include significant responsibility for the development, implementation, evaluation, and modification of policy within their divisions and programs. Incumbents are part of DTSC's management team and participate in the development of statewide and program-wide policies and procedures. Positions may be located in Headquarters or regional office settings.

Schem _____ Class

Code _____ Code _____ Class

~~HY31 _____ 3833 _____ Division Chief, Department of Toxic Substances Control, C.E.A.~~

~~HY34 _____ 3834 _____ Division Chief, Department of Toxic Substances Control~~

TYPICAL TASKS

Plan, organize, coordinate, and direct the work of the staff engaged in a statewide hazardous waste management/site mitigation/external affairs program or in the development or evaluation of a major component of the Department's hazardous waste management/site mitigation/external affairs program; assist the Deputy Director with the planning of program operations and activities; act for the Deputy

Division Chief, Department of Toxic Substances
Control, C.E.A.

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Director as assigned; participate in the selection and training of personnel; evaluate staff and division performance; review and evaluate work progress, assign priorities, and take or recommend appropriate action; conduct periodic evaluations and make an annual assessment of division needs; direct the development and revision of regulations and standards for hazardous waste prevention/management/site mitigation in accordance with State and Federal law; advise and consult with local authorities and interested groups about the application and enforcement of State laws, regulations, and standards pertaining to hazardous waste prevention/management/site mitigation; serve as the Department liaison/ombudsman with officials of private industry and State and other governmental agencies in coordinating interagency program activities; and direct technical assistance to private industry and State and local agencies in the planning and operation of hazardous waste management, site mitigation, and pollution prevention programs.

FACTORS AFFECTING POSITION ALLOCATION

~~Positions in the Division Chief, Department of Toxic Substances Control (DTSC), C.E.A., class shall only be filled by either civil service employees who have permanent status, or by qualified Legislative employees. Positions in the Division Chief, DTSC, class shall only be filled by individuals from inside of State service who have mandatory return rights to the class of Section Chief, Hazardous Waste Management Programs.~~

MINIMUM QUALIFICATIONS

BOTH CLASSES:

Either I

Must be a civil service employee with permanent civil service status.

Or II

Must be an employee of the Legislature for two or more consecutive years.

and

Either I

Two years of experience in the California state service performing hazardous substances management duties in a supervisory or management capacity at a level of responsibility not less than a Supervising Hazardous Substances Scientist II, Supervising Hazardous Substances Engineering Geologist II, or Supervising Hazardous Substances Engineer II.

Or II

Four years of experience in the California state service performing hazardous substances management duties in a supervisory or management capacity at a level of responsibility not less than a Supervising

Division Chief, Department of Toxic Substances
Control, C.E.A.

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Hazardous Substances Scientist I, Supervising Hazardous Substances Engineering Geologist I, or Supervising Hazardous Substances Engineer I.

Or III

~~Five years of broad and extensive experience in increasingly responsible professional positions in hazardous substances management, regulation, analysis or research; environmental research, monitoring, surveillance or enforcement; or resource recovery. At least two years of the required experience must have been in a supervisory or management capacity at a level of responsibility equivalent to a Supervising Hazardous Substances Program Scientist II, Supervising Hazardous Substances Engineering Geologist II, or Supervising Hazardous Substances Engineer II, and must have included responsibility for the following: substantial participation in development or implementation of environmental health or hazardous substance control research, monitoring or surveillance and enforcement policies or programs, or coordinating the work of a multidisciplinary environmental or hazardous material permitting, site clean-up or investigation staff.~~

and

Education: Equivalent to graduation from an accredited college or university approved by the California Superintendent of Public Instruction under the provisions of California Education Code Section 94310 with 30 units or more in environmental, biological, chemical, physical, or soil science; environmental health; engineering, geology, engineering geology, or a directly related scientific or engineering field.

(Additional qualifying experience in hazardous materials management, regulation, analysis, or research; environmental research, monitoring, surveillance, or enforcement; or research recovery may be substituted for the required education on a year-for-year basis up to a maximum of two years. When substituting experience for education, qualifying education must include a minimum of 30 semester units in the science subjects noted above from an accredited college or equivalent units from an institution approved by the California Superintendent of Public Instruction under the provisions of California Education Code Section 94310.)

(Possession of a master's degree in the subjects specified above or a directly related scientific or engineering field may be substituted for one year of the general experience. Possession of a doctorate in the subjects specified above or a directly related scientific or engineering field may be substituted for two years of the general experience.)

~~DIVISION CHIEF, DEPARTMENT OF TOXIC SUBSTANCES CONTROL, C.E.A.~~

Either I

~~Must be a civil service employee with permanent civil service status.~~

Division Chief, Department of Toxic Substances
Control, C.E.A.

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~~Or II~~

~~Must be an employee of the Legislature for two or more consecutive years.~~

KNOWLEDGE AND ABILITIES

BOTH CLASSES:

Knowledge of: Principles, practices, and trends of public administration including fiscal, personnel management, and supervision; strategic planning development, implementation, and evaluation techniques; organization and functions of California State Government including the organization and practices of the Legislative and Executive Branches; Federal legislative, budget, and regulatory process; policy formulation, development, and evaluation techniques; State and Federal statutes and regulations regarding hazardous waste; developing and implementing hazardous waste programs related to hazardous waste cleanups, facility permitting, surveillance, and enforcement, and other related support activities; media relations; Department's Affirmative Action Program and objectives; and a manager's role in the Affirmative Action Program and the processes available to meet affirmative action objectives.

Ability to: Provide leadership in accomplishing basic functions and strategic objectives; effectively plan, organize, direct, and coordinate a major public program of statewide scope; represent the State's hazardous waste management program before the highest levels of State and Federal Government, private industry, community, and environmental groups, and before courts of jurisdiction; communicate effectively; analyze situations accurately and adopt an effective course of action; and effectively contribute to the Department's affirmative action objectives.

CLASS HISTORY

<u>Class</u>	<u>Date Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Division Chief, Department of Toxic Substances Control, C.E.A.	12/19/89	6/7/94	6/7/94
Division Chief, Department of Toxic Substances Control	12/19/89	6/7/94	6/7/94

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

EDUCATION PROGRAMS ADMINISTRATION

Series Specification

(Established September 3, 1970)

SCOPE

This series specification describes ~~six~~ five class levels for general education consultative and program administrative responsibilities in the Department of Education. These classes are used for positions responsible for developing, administering, and evaluating broad statewide elementary, secondary, and related postsecondary education policies and programs. These classes include the responsibility for communicating and applying such policies and programs for the improvement of local educational programs in California. Functions or education programs which require that incumbents possess in-depth knowledge and diversified experience in the development, coordination, management, and evaluation of one or more of the general educational programs are staffed with this series. Functions or education programs which require incumbents with extensive experience in specialized education programs will continue to be allocated to specialized classes.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
ER95	2655	Education Programs Assistant
ER90	2656	Education Programs Consultant
ER86	2657	Education Administrator I
ER83	2658	Education Administrator II
ER82	2659	Assistant Superintendent of Public Instruction for General Education, C.E.A.
ER81	2660	Associate Superintendent of Public Instruction, C.E.A.

DEFINITION OF SERIES

Persons in these classes provide leadership in public education in California by developing standards, policies, programs, and procedures relating to the broad education programs and functions of the Department of Education. Assignments include the development of new educational programs; the refinement, modification, or elimination of existing educational programs; and the coordination, assessment, or reassessment of agency priorities. Operational responsibilities may include the development and provision of direct assistance to local educational agencies of the State regarding the implementation of programs; the collaboration with college and university faculty and others on the development and implementation of curriculum and other education-related materials; the administration of grant programs including the distribution of funds and the review of programs; the development, review, analysis, and interpretation of State and Federal statutes, administrative regulations,

policy documents, and departmental procedures; the review of local school and/or district operations to ensure programmatic quality and compliance with State and Federal law; and the representation of the Department with appropriate lay and professional groups. Incumbents evaluate programs for conformance to standards, policies, and procedures; consult with and advise public and private schools and other organizations on the development, administration, and evaluation of educational programs; interpret and apply Federal and State laws and departmental policies and regulations affecting educational programs; conduct studies and do research relating to the planning, evaluation, and administration of programs; prepare and publish articles and reports; organize, administer, and attend conferences and workshops; prepare and recommend changes in legislation, regulations, and policies to facilitate the work of the Department; make oral presentations; and represent the Department as assigned. ~~Persons in these classes~~ and do other related work.

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned; the complexity of work; the independence and consequence of action; the level and scope of responsibility of program and policy development and implementation; the impact of decision making on statewide programs; and degree of supervisory and administrative responsibility.

DEFINITION OF LEVELS

EDUCATION PROGRAMS ASSISTANT

This class is the entry and first journey level in the series. The Assistant performs administrative assignments, consultation, and technical assistance for local, State, and Federal education programs in less complex or sensitive phases of the programs; monitors program components, prepares reports and makes recommendations for improving program effectiveness. The Assistant may be used as a training level for the Education Programs Consultant or comparable class; and may also work under the guidance of a Consultant.

EDUCATION PROGRAMS CONSULTANT

This class is the full journey level in this series. Under general supervision, incumbents perform complex analytical duties in planning, developing, administering, and evaluating educational programs. They provide consultative services to local, State, and Federal school officials in either general or special curricula, and instructional program planning; provide developmental services for educational programs designed to improve educational efforts; and prepare and present complex documents on sensitive policy issues for a variety of State, Federal, and local level audiences.

Typically functioning within a program unit, individuals at this level may either have a statewide or regional program responsibility in an educational area of specialization.

Positions in this class perform the more difficult, sensitive, and complex journey level program development, analysis, implementation, administrative and assessment activities. Consultants may provide leadership and training to incumbents at the Assistant level.

EDUCATION ADMINISTRATOR I

This class is the first supervisory level over professionals at the Consultant and Assistant levels, as well as support and technical staff. Incumbents either assist an Education Administrator II or higher level manager in directing the planning, development, administration, and evaluation of educational programs of a major unit or directly supervise a smaller unit. Nonsupervisory positions may be allocated to this class performing high level administrative, coordinative, and consultative responsibilities for programs that are multiunit or multidivision in scope. Incumbents functioning at this level in nonsupervisory positions typically report to an Assistant Superintendent or higher level position.

~~EDUCATION ADMINISTRATOR II~~

~~This is the first managerial level in this series. Incumbents perform leadership responsibilities as managers over a small program division, or a major unit in a larger program division having statewide impact. They direct the work of a total unit staff of professional education personnel, usually including two or more staff at the Education Administrator I level, and additional support and technical staff. Incumbents typically report directly to an Assistant Superintendent or higher level manager. A limited number of staff positions are allocable to this class based on program development, program monitoring, coordinative and functional supervisory responsibilities for the most sensitive issues equivalent in level to the responsibilities of line administrative positions in the class. Staff positions typically report to an Associate Superintendent or higher level manager.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION, C.E.A.

This level has policy development and formulation responsibilities. Incumbents in this class typically direct the work of a major program division and are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring large education programs of the Department.

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

This level has primary policy development and formulation responsibilities for the most highly sensitive and visible education programs. Incumbents are responsible for planning, developing, assigning resources to, coordinating, administering, and monitoring the work of major sensitive and visible program divisions.

MINIMUM QUALIFICATIONS

EDUCATION PROGRAMS ASSISTANT

Credential Requirements: Possession of a valid California teaching credential with specialization in elementary, secondary, or community college teaching or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)

(Possession of an earned master's or doctorate degree may be substituted for the required credential.)

EDUCATION PROGRAMS CONSULTANT

EDUCATION ADMINISTRATOR I ~~AND II~~ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION,
C.E.A.

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Credential Requirements: Possession of a valid California administration credential or credential or life diploma of equivalent authorization. (Applicants who do not meet the credential requirement will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)

(Possession of an earned master's or doctorate degree may be substituted for the required credential.)

(One year of experience in the Department of Education performing the duties of a professional education class at a level equivalent to the class of Education Programs Assistant, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)

ALL LEVELS:

Experience Requirements: Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other to meet the total experience requirement. Experience in the

California state service applied toward the open experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.

EDUCATION PROGRAMS ASSISTANT

Either I

Two years of teaching experience in elementary, secondary, or postsecondary education which shall have included demonstrated educational leadership in one or more of the following: school or district committees; professional education associations; or in the development of major curricula or programs.

Or II

One year of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION PROGRAMS CONSULTANT

Either I

One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or II

Two years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION ADMINISTRATOR I

Either I

One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant; or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Assistant, Range B.

Or II

Three years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.

EDUCATION ADMINISTRATOR IIEither I

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I, or two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Programs Consultant.~~

Or II

~~Four years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION,
C.E.A.

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Either I

~~One year of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator II, or Two years of experience in the California state service performing professional education duties at a level of responsibility equivalent to that obtained in the class of Education Administrator I.~~

Or II

~~Five years of administrative, educational program or policy development, or equivalent staff level experience in elementary, secondary, or postsecondary education which shall have developed in the applicant a comprehensive knowledge of and competence in education program planning, development, coordination, or implementation.~~

KNOWLEDGE AND ABILITIESEDUCATION PROGRAMS ASSISTANT

Knowledge of: Principles, practices, and trends in public and private elementary, secondary, and postsecondary education; academic subject-matter curriculum development and instructional methods; research and statistical methods; and program planning techniques.

Ability to: Assume leadership and exercise creativity in the formulation and development of education programs; do complex research and analytical studies; apply educational policy; present ideas clearly and concisely in oral and written form; establish effective working relations; and exercise tact, resoucefulness, and judgment with all groups contacted in the work.

EDUCATION PROGRAMS CONSULTANT

Knowledge of: In addition to the above, the California public and private school system, school administrative practices, and the functions of the Department of Education; and Federal and State education laws and Department of Education rules and regulations.

Ability to: In addition to the above, assume leadership and exercise creativity in the administration and evaluation of education programs; interpret educational policy; and analyze situations accurately and take effective action.

EDUCATION ADMINISTRATOR I

Knowledge of: In addition to the above, the organization of the State Department of Education; principles of employee development, training, and supervision; the Department of Education's mission, goals, programs, and policies; the Department's Affirmative Action Program objectives; and a manager's role in affirmative action and labor relations and the processes available to meet these program objectives.

Ability to: In addition to the above, effectively and efficiently manage a staff and program within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative personnel in the Department and in other governmental agencies; supervise subordinate staff; and effectively contribute to the Department's affirmative action objectives.

~~EDUCATION ADMINISTRATOR II~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR GENERAL EDUCATION,
C.E.A.

ASSOCIATE SUPERINTENDENT OF PUBLIC INSTRUCTION, C.E.A.

Knowledge of: In addition to the above, principles of public administration, budgeting, and personnel management.

Ability to: In addition to the above, provide leadership and direction to a statewide education program; formulate policies; and work effectively with top management staff in the Department and other governmental agencies.

ADDITIONAL DESIRABLE QUALIFICATIONSALL LEVELS:

In appraising experience, preference will be given to demonstrated program leadership in the field of education, particularly in programs designed toward improving academic achievement.

SPECIAL PERSONAL REQUIREMENTS

ALL LEVELS:

The following special personal characteristics are required: tact, resourcefulness, and willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>C.E.A. Estab.</u>	<u>Date Estab.</u>	<u>Date Revised</u>	<u>Title Changed</u>
Education Programs Assistant	--	7/29/86	--	--
Education Programs Consultant	--	3/3/66	7/29/86	7/29/86
Education Administrator I	--	9/3/70	7/29/86	--
Education Administrator II	—	9/3/80	7/29/86	—
Assistant Superintendent of Public Instruction for General Education, C.E.A.	3/7/73	3/7/73	7/29/86	--
Associate Superintendent of Public Instruction, C.E.A.	3/7/73	3/7/73	7/29/86	--

ALTERNATE RANGE CRITERIA 226

Range A. This range shall apply to incumbents who do not meet the criteria for payment in Range B.

Range B. This range shall apply to persons who have successfully completed either:

1. One year performing education duties of a class equivalent in level to an Education Programs Assistant, Range A. or
2. Possession of a valid California administration credential, or credential or life diploma of equivalent authorization. (Possession of a master's or doctorate degree may be substituted for the required credential.)

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

EDUCATION RESEARCH AND EVALUATION

Series Specification

(Established September 22, 1971)

SCOPE

This series specification describes ~~five~~ four class levels involved in educational research, evaluation, and assessment in the Department of Education for preschool through grade 12 students in California. Incumbents in these classes are responsible for the development, conduct, and coordination of statewide programs for accountability, assessment of pupil performance, evaluation of State and Federal educational programs, and research related to educational policy issues.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
EX10	2642	Education Research and Evaluation Assistant
EX20	2643	Education Research and Evaluation Consultant
EX30	2641	Education Research and Evaluation Administrator I
EX40	2639	Education Research and Evaluation Administrator II
EK85	2493	Assistant Superintendent of Public Instruction for Research and Evaluation, C.E.A.

DEFINITION OF SERIES

Persons in these classes apply knowledge of current national educational research findings and trends to the development of State evaluation, research, assessment, and accountability programs. Incumbents design and conduct research studies of statewide educational policy issues; design and conduct evaluation studies of State and Federal programs; collect data and perform statistical analyses of school performance, enrollment, and demographic data that are used for accountability reporting; develop and refine statistical indicators of quality that are used to measure and compare the performance of schools and to monitor their progress toward State improvement goals; develop computerized statewide databases of school-level information used to generate individual school profiles; develop complex statistical reports of statewide comparative school performance; interpret information to the press, public and local agencies regarding school comparisons, quality indicators, and progress toward achieving State goals; identify and select exemplary schools for statewide recognition; develop, field test, and revise statewide performance assessment instruments in a variety of curriculum content areas; consult with local school officials regarding local achievement test selection, Federal program reporting requirements, and interpretation and use of test results; consult with

other Federal and State representatives regarding Federal requirements, statewide trends, and efficacy of reports and programs; and consult with departmental staff regarding the adequacy of evaluation and research designs for departmental programs; and do other related work.

FACTORS AFFECTING POSITION ALLOCATION

Factors affecting allocation include: the scope and level of responsibilities assigned; the complexity of work; the independence and consequence of action; the impact of decision making on statewide and departmental programs; and the degree of supervision exercised and received.

DEFINITION OF LEVELS

EDUCATION RESEARCH AND EVALUATION ASSISTANT

This class is the entry and first journey level in this series. Incumbents typically work under the general supervision of an Administrator to provide department staff and local school officials with consultative and technical evaluative services in less sensitive or complex areas of the program. Incumbents may also work under the lead of a Consultant.

EDUCATION RESEARCH AND EVALUATION CONSULTANT

This class is the full journey level in this series responsible for the more complex nonsupervisory assignments. Incumbents typically work under direction of an Administrator I or higher level position performing sensitive and complex education research and evaluation assignments with broad impact. Consultants may also function as a team leader for large or complex projects or as a lead over Assistant level staff, other professional entry or first journey level staff, or lower level technical and support staff.

EDUCATION RESEARCH AND EVALUATION ADMINISTRATOR I

This is the first supervisory level in this series. The Administrator I normally reports to a the higher level administrator Assistant Superintendent in the field of education research and evaluation and supervises a group (normally 3-10) of professional research staff primarily at the Consultant and Assistant levels. Under direction, the Administrator I plans, organizes, and directs the work of a program unit, and may assist in the overall administration of the education program research, assessment, and evaluation functions of the Department of Education. Nonsupervisory positions may

occasionally be allocated to this class to perform the most high level studies and projects for programs that are multiunit or multidivisional in scope. Incumbents in nonsupervisory positions typically report to an Assistant Superintendent or higher level position.

~~EDUCATION RESEARCH AND EVALUATION ADMINISTRATOR II~~

~~This is the first managerial level class in this series. Under general direction from an Assistant Superintendent or higher level, incumbents provide leadership and management for a small program division or a major unit in a larger program division, and direct a staff which typically includes two or three positions at the Administrator I level, 10 to 20 Consultant and Assistant positions, as well as other professional research staff, technicians, and support staff positions.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR RESEARCH AND EVALUATION, C.E.A.

This level is responsible for promoting, planning, organizing, directing, and evaluating a major program division responsible for education program research, evaluation, or assessment functions in the Department of Education. Under administrative direction, an incumbent has primary leadership responsibility including program and policy development, implementation, and management. The position generally reports to a higher level executive administrator and, as assigned, represents the Superintendent of Public Instruction and the State Board of Education with the executive and legislative branches of the Federal and State Government, local educational agencies, the public, and the press.

MINIMUM QUALIFICATIONS

EDUCATION REQUIREMENTS

ALL LEVELS:

Possession of an earned master's or doctorate degree.

EXPERIENCE REQUIREMENTS

ALL LEVELS:

1. Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other pattern to meet the total experience requirement.
2. Experience in the California state service applied toward the general experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility not less than that described in the promotional pattern.

EDUCATION RESEARCH AND EVALUATION ASSISTANT

Two years of experience in an educational or behavioral science setting which shall have included independent or major shared responsibility for conducting educational research or evaluation studies, or educational assessment development or implementation activities, including extensive technical involvement, at either:

1. A school district, or county, State, or Federal education agency⁺.
or
2. A college or university, with faculty responsibility⁺. or
3. A research institution.

EDUCATION RESEARCH AND EVALUATION CONSULTANT

Either I

One year of experience in the California state service performing professional educational research, evaluation, or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Assistant, Range B.

Or II

Three years of experience in an educational or behavioral science setting which shall have included independent or major shared responsibility for conducting educational research or evaluation studies, or educational assessment development or implementation activities, including extensive technical involvement, at either:

1. A school district, or county, State, or Federal education agency⁺.
or

2. A college or university, with faculty responsibility~~+~~. or
3. A research institution.

EDUCATION RESEARCH AND EVALUATION ADMINISTRATOR I

Either I

One year of experience in the California state service performing professional educational research, evaluation or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Consultant.

Or II

Two years of experience in the California state service performing professional educational research, evaluation, or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Assistant, Range B.

Or III

Three years of administrative, supervisory, or equivalent staff level experience in an educational or behavioral science setting which shall have included independent or major shared responsibility for conducting educational research or evaluation studies, or educational assessment development or implementation activities, including extensive technical involvement, at either:

1. A school district, or county, State, or Federal education agency~~+~~.
or
2. A college or university, with faculty responsibility~~+~~. or
3. A research institution.

~~EDUCATION RESEARCH AND EVALUATION ADMINISTRATOR II~~~~Either I~~

~~One year of experience in California state service performing professional educational research, evaluation, or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Administrator I.~~

~~Or II~~

~~Two years of experience in California state service performing professional educational research, evaluation, or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Consultant.~~

~~Or III~~

~~Four years of administrative, supervisory or equivalent staff level experience, in an educational or behavioral science setting which shall have included independent or major shared responsibility for conducting educational research or evaluation studies, or educational~~

~~assessment development or implementation activities, including extensive technical involvement, at either:~~

- ~~1. A school district, or county, State, or Federal education agency,
or~~
- ~~2. A college or university, with faculty responsibility, or~~
- ~~3. A research institution.~~

ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR RESEARCH AND EVALUATION, C.E.A.

Either I

~~One year of experience in California state service performing professional educational research, evaluation, or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Administrator II.~~

~~Or II~~

Two years of experience in the California state service performing professional educational research, evaluation, or assessment duties at a level of responsibility equivalent to that obtained in the class of Education Research and Evaluation Administrator I.

Or III

Five years of administrative, supervisory, or equivalent staff level experience in an educational or behavioral science setting which shall have included independent or major shared responsibility for conducting educational research or evaluation studies, or educational assessment development or implementation activities, including extensive technical involvement, at either:

1. A school district, or county, State, or Federal education agency~~+~~.
or
2. A college or university, with faculty responsibility~~+~~. or
3. A research institution.

KNOWLEDGE AND ABILITIES

EDUCATION RESEARCH AND EVALUATION ASSISTANT

Knowledge of: The principles, practices, and trends in public elementary, secondary, and postsecondary education, including: current theory and trends in educational research and in statistical analysis methodologies utilized in the behavioral sciences; current theory and trends in education policy development; current theory and

trends in qualitative and quantitative evaluation design and methodology; and current theory, issues, and approaches to the development and implementation of educational assessment.

Ability to: Exercise creativity in the conduct of educational research, evaluation, or assessment activities; maintain current knowledge in educational research issues; apply current educational policy to research, evaluation, and assessment activities; select and apply appropriate statistical measurements to a variety of educational data and draw inferences; present ideas clearly, concisely, and persuasively both verbally and in writing; analyze situations accurately and take effective action; effectively interpret and explain research, evaluation, and assessment information to a variety of audiences; work collegially to accomplish cooperative projects; and exercise tact, resourcefulness, and judgment with all groups contacted in the work.

EDUCATION RESEARCH AND EVALUATION CONSULTANT

Knowledge of: In addition to the above, the California public and private school system; school administrative practices; the functions of the California Department of Education; the functions of schools, districts, and county offices of education; Federal and State education laws; and the Department of Education's rules and regulations.

Ability to: In addition to the above, assume leadership and exercise creativity in the design, conduct, and administration of educational research, evaluation and assessment activities; interpret educational policy; and develop well-informed policy recommendations.

EDUCATION RESEARCH AND EVALUATION ADMINISTRATOR I

Knowledge of: In addition to the above, the organization of the California Department of Education; principles of employee development, training, and supervision; the Department of Education's mission, goals, programs, and policies; the Department of Education's Affirmative Action Program objectives; and a supervisor's role in the affirmative action and labor relations programs and the processes available to meet the objectives of these programs.

Ability to: In addition to the above, effectively and efficiently manage a staff and program within the resources provided; review and edit written documents; establish and maintain project and departmental priorities; work effectively with administrative

personnel in the Department and in other governmental agencies; supervise subordinate staff; and effectively contribute to the Department's affirmative action objectives.

~~EDUCATION RESEARCH AND EVALUATION ADMINISTRATOR II~~
ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION FOR RESEARCH AND EVALUATION, C.E.A.

Knowledge of: In addition to the above, principles of public administration, budgeting, and personnel management.

Ability to: In addition to the above, provide leadership and direction to statewide educational research, evaluation, or assessment activities; and work effectively with top management staff in the Department and other governmental agencies.

SPECIAL PERSONAL REQUIREMENT

Willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>Date Estab</u>	<u>C.E.A. Estab</u>	<u>Date Revised</u>	<u>Title Changed</u>
Education Research and Evaluation Assistant	9/22/71	--	1/18/94	--
Education Research and Evaluation Consultant	4/13/46	--	1/18/94	3/3/66
Education Research and Evaluation Administrator I	12/6/72	--	1/18/94	--
Education Research and Evaluation Administrator II	12/6/72	—	1/18/94	—
Assistant Superintendent for Education Research and Evaluation, C.E.A.	--	5/5/71	1/18/94	--

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CALIFORNIA STATE PERSONNEL BOARD
SPECIFICATION

FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION
Series Specification
(Established April 12, 1973)

SCOPE

This series specification describes ~~four~~ three classes engaged in providing local education agencies with school administrative program assistance and direction. Major program areas include the review and evaluation of school district reorganization plans, the planning, financing development, and approval of school building programs and the provision of management consultation services.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
ER76	2589	Assistant Field Representative, School Administration
ER80	2573	Field Representative, School Administration (Specialist)
ER79	2585	Field Representative, School Administration (Supervisory)
ER40	2590	Supervising Field Representative, School Administration

DEFINITION OF SERIES

Persons in these classes provide assistance and direction to school district officials, school district governing boards, county committees on school district organization, and architects on school administration programs such as school facilities planning and financing and school district reorganization practices and procedures; conduct school building and districting surveys and make reports and recommendations on suitable means of financing school construction and the reorganization of school districts; review, evaluate, and approve the revision of plans and specifications for proposed buildings to comply with the recommended standards of the Department; work with committees in the development, review, and evaluation of plans for school facilities; work with county committees on school district reorganization plans; address official and community groups on phases of school district organization and administration; prepare reports and present recommendations on school district reorganization proposals to the State Board of Education; review, analyze, and make recommendations for the solution of school administrative infrastructure problems in areas such as telecommunications, risk management, pupil transportation, purchasing and warehousing, facilities maintenance, and operation staffing; prepare handbooks, management bulletins, and advisories for LEA distribution concerning major administrative and legislative changes; review and analyze all pending legislation which impacts these program areas; supervise programs in accordance with State laws and State Board of Education

rules and regulations; gather, review, and evaluate data on local needs for financial assistance and recommend the allocation of funds; and do other related work.

FACTORS AFFECTING POSITION ALLOCATION

The scope and level of responsibilities assigned, the complexity of work, the independence of action, the level and scope of assigned program and policy development and implementation, the impact of decision making on statewide programs, and the degree of supervisory and administrative responsibility. Persons in these classes do other related work.

DEFINITION OF LEVELS

ASSISTANT FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

This is the entry and first journey level in this series. This class is used as a permanent allocation for lesser skilled functions or as a training level for the higher professional levels within the series. Under general supervision, incumbents provide program-related consultative services to local districts, review and make recommendations regarding school building plans and financing proposals, district reorganization issues, and program grant applications; interpret statutes, guidelines, and regulations; and review and make recommendations regarding LEA administrative procedures and problems. Incumbents may also work under the guidance of a Field Representative.

FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SPECIALIST)

This is the full journey level in this series. Under direction, incumbents are engaged in reviewing, planning, developing, administering, and evaluating the administrative programs and activities of local education agencies. Typically functioning within a program unit, Field Representatives may have responsibility for a work specialty area or a regional program. Positions in this class perform the more difficult, sensitive, and complex program formulation and assessment activities. Field Representatives may also provide leadership and training to incumbents in the entry and second-level classes in this series.

~~FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SUPERVISORY)~~

~~This level is utilized as the first supervisory level in the series responsible for directing a less complex education-related program, typically staffed by a combination of education and staff services staff.~~

SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

This is the first full supervisory level in the series over a staff comprised predominately of professional staff at the Consultant and Assistant levels. Incumbents normally report to a higher-level administrator. Under general direction, incumbents typically plan, organize, direct, and supervise the work of a program unit engaged in providing school administrative program assistance to local education agencies. Nonsupervisory positions may occasionally be allocated to this class to perform high-level administrative, coordinative, and consultative responsibilities for programs that are multiunit or multidivisional in scope. Incumbents functioning at this level typically report to a Division Director or higher-level position.

MINIMUM QUALIFICATIONSCredential Requirements

ALL LEVELS:

Possession of a valid credential or permit authorizing public school service in California. (Applicants who do not meet the credential and/or permit requirements will be admitted to the examination but must meet the requirement before they will be considered eligible for appointment.)

(Possession of an earned Master's or Doctorate Degree or equivalent in Education, Public Administration, or related subject may be substituted for the required credential or permit at any level.)

ASSISTANT FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Possession of a valid teaching credential or credential of equivalent authorization.

FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SPECIALIST)
~~FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SUPERVISORY)~~
 SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Possession of a valid administration credential or credential or life diploma of equivalent authorization. (One year of experience in the California Department of Education performing the duties of a professional education class at a level equivalent to the class of Assistant Field Representative, School Administration, Range B, or higher may be substituted for the required credential. Experience used in this manner to meet the credential requirement must be in addition to that used to meet the general experience requirement.)

Experience Requirements

ALL LEVELS:

1. Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other to meet the total experience requirement.
2. Experience in the California state service applied toward the open experience pattern must include the same number of years of qualifying experience as required in the promotional pattern performing the duties of a class with a level of responsibility equivalent to that described in the promotional experience pattern.

ASSISTANT FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Three years of professional experience in a public school system or State educational agency performing a major business or administrative function.

FILED REPRESENTATIVE, SCHOOL ADMINISTRATION (SPECIALIST)
~~FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION (SUPERVISORY)~~

Either I

One year of experience in the California state service performing field representative education duties at a level of responsibility equivalent to that obtained in the class of Assistant Field Representative, School Administration, Range B.

Or II

Three years of administrative or supervisory experience in one or a combination of the following:

1. A position with responsibility for two or more systemwide programs in a public school district, or one or more systemwide programs of the office of a county superintendent of schools, or one or more statewide or regional programs of a State educational agency. or
2. A position with responsibility for a major school facilities planning and construction or school redistricting program. or
3. A position responsible for preparing and presenting studies, proposals, reports, and other documents on behalf of public school districts in the areas of planning and constructing school facilities.

SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Either I

One year of experience in the California state service performing field representative education duties at a level of responsibility

equivalent to that obtained in the class of Field Representative, School Administration (Specialist), ~~or Field Representative, School Administration (Supervisory).~~

Or II

Two years of experience in the California state service performing field representative education duties at a level of responsibility equivalent to that obtained in the class of Assistant Field Representative, School Administration, Range B.

Or III

Four or more years of administrative or supervisory experience in one or a combination of the following:

1. A position with responsibility for two or more systemwide programs in a public school district, or one or more systemwide programs of the office of a county superintendent of schools, or one or more statewide or regional programs of a State educational agency. or
2. A position with responsibility for school facilities planning and construction or school redistricting program. or
3. A position responsible for preparing and presenting studies, proposals, reports, and other documents on behalf of public school districts in the areas of planning and constructing school facilities.

KNOWLEDGE AND ABILITIES

ALL LEVELS:

Knowledge of: School administration practices; State laws governing public schools, school facilities, school sites, building plans, and financing of school sites and buildings; modern school planning standards, procedures, and practices for new construction and improvement of existing facilities; school district reorganization procedures; the role and responsibility of county committees and State Board of Education regarding school district organization; and legal criteria concerning reorganization, public hearings and election procedures, school district reorganization appeals process, school building programs, and statewide financial assistance programs to school districts.

Ability to: Research, organize, and interpret data regarding school facilities planning, reorganization of school districts, and the solution of administrative problems; communicate effectively; and establish and maintain cooperative relations with local, State, and Federal officials and agencies.

SUPERVISING FIELD REPRESENTATIVE, SCHOOL ADMINISTRATION

Knowledge of: In addition to the above, a supervisor's responsibility for promoting equal opportunity in hiring and employee development and promotion, and for maintaining a work environment that is free of discrimination and harassment.

Ability to: In addition to the above, provide leadership and direction for a departmental program, work effectively with top administrative personnel in the Department and other agencies, and supervise subordinate staff; and effectively promote equal opportunity in employment and maintain a work environment that is free of discrimination and harassment.

SPECIAL PERSONAL CHARACTERISTIC

ALL LEVELS:

Willingness to travel throughout the State.

CLASS HISTORY

<u>Class</u>	<u>Date Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Assistant Field Representative, School Administration	4/12/73	1/20/99	1/20/99
Field Representative, School Administration (Specialist)	6/23/44	1/20/99	6/16/87
Field Representative, School Administration (Supervisory)	6/16/87	1/20/99	—
Supervising Field Representative, School Administration	4/12/73	1/20/99	--

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

REGISTERED NURSE
Series Specification
(Established June 3, 1970)

SCOPE

This series specification describes ~~three~~ two professional Registered Nurse classes in State service. Pre-Registered Nurse is excluded.

<u>Schem</u> <u>Code</u>	<u>Class</u> <u>Code</u>	<u>Class</u>
TI90	8165	Registered Nurse
TI91	8171	Registered Nurse, Departments of Mental Health and Developmental Services
TI70	8161	Supervising Registered Nurse

DEFINITION OF SERIES

Professional nurses, licensed by the State of California, have successfully completed a prescribed course of study and training at an accredited school or hospital and have passed State licensing examinations. They practice nursing in various State facilities, including developmental centers; correctional institutions and youth authority hospitals, clinics, or infirmaries; veterans' hospitals; and special schools for the blind, deaf, and neurologically disabled. Professional registered nurses are responsible for providing direct nursing care, treatment, and rehabilitation to patients/clients; supervising other personnel who assist them in providing such care; assisting physicians as directed; taking independent action within professional preparation and legal limits; and performing related nursing duties as assigned. They also assist in training other nursing personnel. ~~In the Department of Mental Health at Metropolitan and Napa State Hospitals, assist other nursing staff in observing and intervening in patient behavior that indicates imminent potential to injure others or property; respond to calls for assistance in situations where patients are a danger to themselves or others.~~

FACTORS AFFECTING POSITION ALLOCATION

Independence of action and decision, degree of supervision received, and degree of supervision exercised serve as differentiating factors between the classes. Entry into this series may be at any level.

DEFINITION OF LEVELS

REGISTERED NURSE

~~REGISTERED NURSE, DEPARTMENTS OF MENTAL HEALTH AND DEVELOPMENTAL SERVICES~~

This is the entry and journey level. Under general supervision, incumbents administer nursing care to patients/clients of a State facility, which may include a clinical setting or a special treatment area where specialized nursing work may be required; assist in planning and evaluating nursing care of assigned patients/clients; assist in directing, supervising, and training other nursing service personnel, inmates, and client help; relieve supervisor as required; and perform other related duties. In addition, at the journey level, incumbents may provide direction to unit or clinic personnel in general or specialized nursing work; provide for continuity of client care with nursing personnel of other shifts; may be responsible for directing the work of an eight-hour shift of an organized nursing unit; and relieve supervisor as required.

SUPERVISING REGISTERED NURSE

Under direction, is responsible for the overall management and supervision of an organized nursing unit on a 24-hour basis; is responsible for the nursing care and practices of an organized nursing unit or equivalent responsibility for a nursing service; plans, implements, evaluates, and provides for continuity of client/patient care; works with other disciplines to integrate nursing services with the total treatment program; teaches, plans for, directs, coordinates, and evaluates nursing personnel.

MINIMUM QUALIFICATIONS~~ALL LEVELS:~~BOTH CLASSES:

Require possession of the legal requirements to practice as a professional Registered Nurse in California.

(Applicants who are in the process of securing approval of their qualifications by the California Board of Registered Nurses will be admitted to the examination, but they must possess all legal requirements as determined by that Board before they will be considered eligible for appointment.)

Registered Nurse Series

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~~REGISTERED NURSE~~~~REGISTERED NURSE, DEPARTMENTS OF MENTAL HEALTH AND DEVELOPMENTAL SERVICES~~~~No additional requirements.~~

SUPERVISING REGISTERED NURSE

Either I

Experience: One year of experience in the California state service performing the duties of a nursing classification comparable in level of responsibility to a Registered Nurse, Range B.

Or II

Experience: Two years of professional nursing experience in a facility licensed for inpatient care. (Possession of a Master's Degree in Nursing may be substituted for one year of the required experience.)

(Candidates for Supervising Registered Nurse who are within six months of completing the experience requirements will be admitted to the examination, but they must complete all requirements before they will be considered eligible for appointment.)

KNOWLEDGE AND ABILITIES~~ALL LEVELS:~~BOTH CLASSES:

Knowledge of: Professional nursing principles and techniques; medical terminology; hospital routine and equipment; and medicines and narcotics.

Ability to: Apply nursing techniques; observe and record symptoms and behavior; keep records and prepare reports; gain the interest, respect, and cooperation of clients; and plan, organize, and direct the work of others.

SUPERVISING REGISTERED NURSE

Knowledge of: All of the above, and techniques of effective supervision; unit management; the interrelationships of all treatment activities in a hospital setting; the department's Affirmative Action Program objectives; a supervisor's role in the Affirmative Action Program and the processes available to meet affirmative action objectives.

Ability to: All of the above, and effectively contribute to the department's affirmative action objectives.

SPECIAL PERSONAL CHARACTERISTICS

ALL LEVELS:
BOTH CLASSES:

Must possess aptitude for and willingness to work with clients in a State facility; emotional stability; sensitivity to the needs of clients; patience; tact; alertness; and keenness of observation.

SPECIAL PHYSICAL CHARACTERISTICS

ALL LEVELS:

~~Department of Mental Health only. Possession and maintenance of sufficient strength, agility, and endurance to perform during physically, mentally, and emotionally stressful and emergency situations encountered on the job without endangering the health and well being of the incumbent, fellow employees, patients, or the public.~~

ADDITIONAL DESIRABLE QUALIFICATION

ALL LEVELS:
BOTH CLASSES:

Proficiency in the use of American Sign Language.

DRUG TESTING REQUIREMENT

BOTH CLASSES:

Departments of Mental Health and Developmental Services only. Applicants for positions in ~~this class~~ these classes are required to pass a drug screening test. Testing of current employees who are applicants in an examination or who are transferring is permitted only if the person does not have a current appointment to a class for which drug testing is a requirement.

CLASS HISTORY

<u>Class</u>	<u>Date Established</u>	<u>Date Revised</u>	<u>Title Changed</u>
Registered Nurse	7/11/89	10/16/96	--
Registered Nurse, Departments of Mental Health and Developmental Services	3/7/95	10/16/96	—
Supervising Registered Nurse ccd/sks	4/27/46	10/16/96	7/11/89